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ABSTRACT

The coordination of education faculty in interdisciplinary and interdepartmental teams to supervise teacher education programs unifies the knowledge base in professional teacher preparation. At Miami University, twelve teams are responsible for the professional education instructional component of teacher education programs. Through the team concept, field-based components are interrelated, teacher education becomes interdisciplinary, students participate in planning their own programs, and teacher educators become more knowledgeable about their own specialty area in relation to all other specialty areas in professional preparation. The team concept is described in this paper, and an overview of the structure is given. Descriptions are provided of how the teams work from the perspectives of psychological, social, and philosophical foundations of education disciplines. The program and sequences of courses supervised by an interdisciplinary team are outlined for several typical education majors. (JD)

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THE TEAM CONCEPT: A STRUCTURE FOR UNIFYING THE KNOWLEDGE BASE IN PROFESSIONAL TEACHER PREPARATION

A paper presented at the annual meeting of the American Association of Colleges for Teacher Education, Detroit, February, 1981.

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THE TEAM CONCEPT

For the past four years, faculty from Miami University have been involved in coordination of a major effort to redesign teacher preparation programs. Teacher Education Redesign has included faculty from the public school setting as well as the university setting. The impetus for this redesign came from the new Ohio Standards for Colleges or Universities Preparing Teachers, (1974). These Standards, effective July, 1980, called for a restructuring of teacher education which included:

1. Specification of program objectives;
2. Extensive hours of pre-student teaching clinical and field experiences;
3. Public school participation in the planning, implementation, and evaluation of the field component of teacher preparation programs;
4. Systematic and long-term study and evaluation of teacher preparation programs, and
5. Provisions for the continued professional development of those involved in teacher preparation.

At Miami University, the focus of this four year effort has been a redesign of the substance of teacher preparation as well as the structure of teacher preparation. In this paper, the emphasis is on one of the ways teacher preparation has been restructured at Miami University. The team concept will be described as a structure for unifying the knowledge base in professional teacher preparation. A rationale for the team concept and an overview of the structure of the teams will be given. This will be followed by presentations of team members, from psychological, social and philosophical foundations of education and instructional practices, who will describe how the teams work.

Why teams?

In a recent survey of teacher education programs, Joyce, Howey, Yarger, Harbeck, and Kluwin (1977) noted remarkable similarity in teacher preparation programs across the country. Clark and Marker (1975) have attributed such limited substantive change in teacher education to structural problems.

In 1976, the American Association of Colleges for Teacher Education published a Report of the Bicentennial Commission on Education for the Professions of Teaching. (Howsam, Educating a Profession, et al., 1976.) This Commission made a series of recommendations for teacher education, several of which suggest some kind of new structure:

1. The field component of teacher education cannot be singled out and dealt with separately from the rest of teacher education students' program (including work in the arts and sciences). The design of teacher education must include a continuous interlocking relationship between practice and theory.

2. Teacher education must become interdisciplinary - unifying in concept and practice.

3. Teacher education students must become participants rather than consumers of their program. They must understand the interplay between the study of education as a discipline and the practice of education as a profession.

4. In addition to indepth study in a single area, teacher educators must become more knowledgeable about their own specialty area in relationship to all other specialty areas in professional preparation.

The overall coordinating committee for Teacher Education Redesign at Miami University saw the team as that new structure:

1. Through the team concept the field-based components of teacher education can be interrelated.

2. Through the team concept, teacher education can be interdisciplinary.

3. Through the team concept, teacher education students can become participants rather than consumers of their programs.

4. Through the team concept, teacher educators can become more knowledgeable about their own specialty area in relation to all other specialty areas in professional preparation.

What is a team?

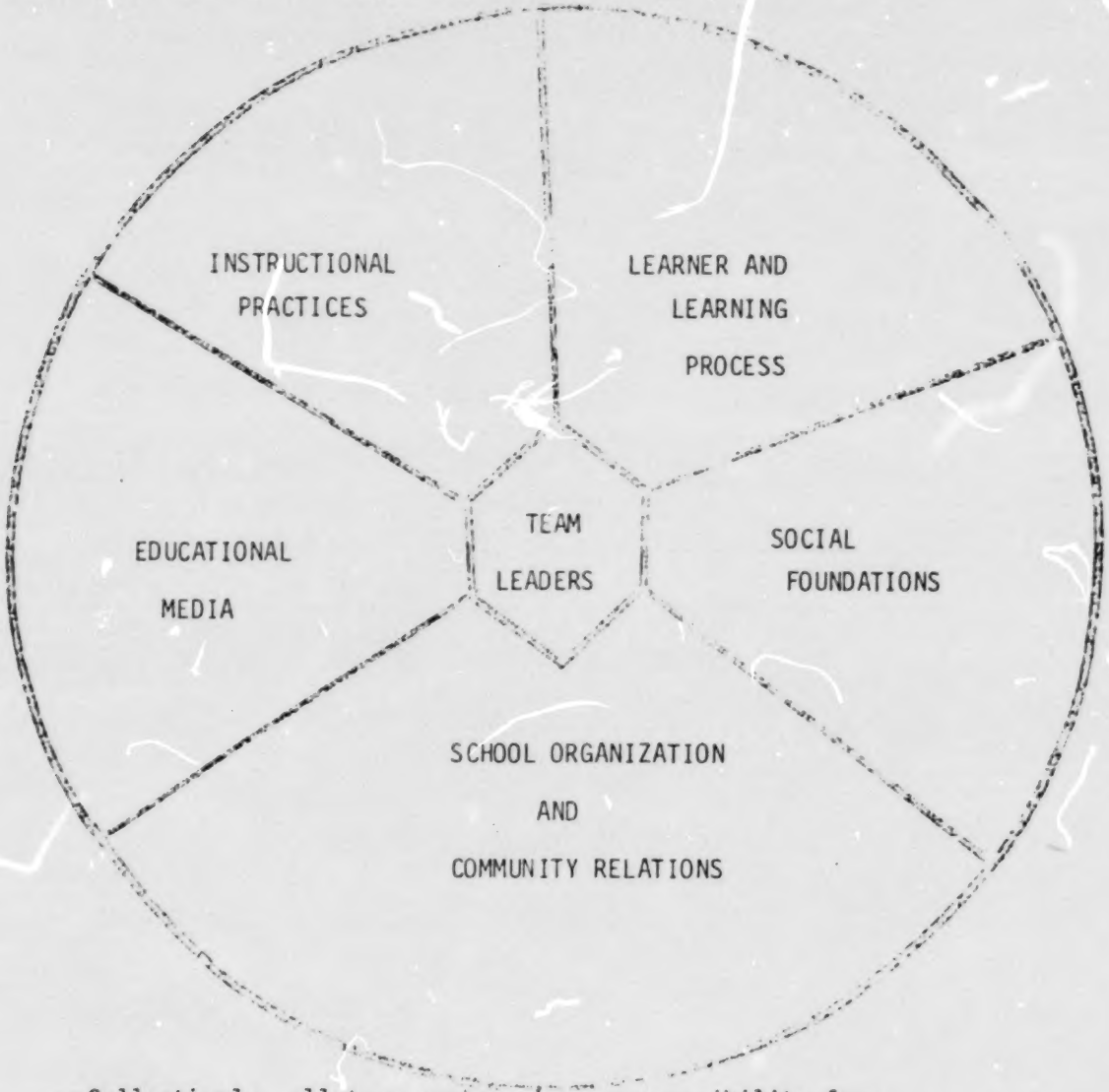
As used here a team refers to an interdisciplinary - interdepartmental group of faculty, responsible for the teacher education program of approximately 170 students. Each team is responsible for one or more teacher certification programs.

Twelve different teams are operational this year. Collectively, the 12 teams include over 100 faculty members. On the average, there are nine faculty members per team, four primary and five support members. Each team includes faculty from four different academic departments, plus the laboratory school. One member serves as team leader of each team.

Each team is responsible for the professional education instructional component of a teacher education program, and for verifying that each student assigned to that team has satisfactorily achieved all program objectives. In all 12 teams the professional education component begins at the freshmen level and continues throughout the four year program. At each level, field and clinical experiences are integrated into professional education courses.

The professional education instructional component is seen as having both disciplinary and interdisciplinary elements. Each team member has responsibility for the substance of one of the following areas:

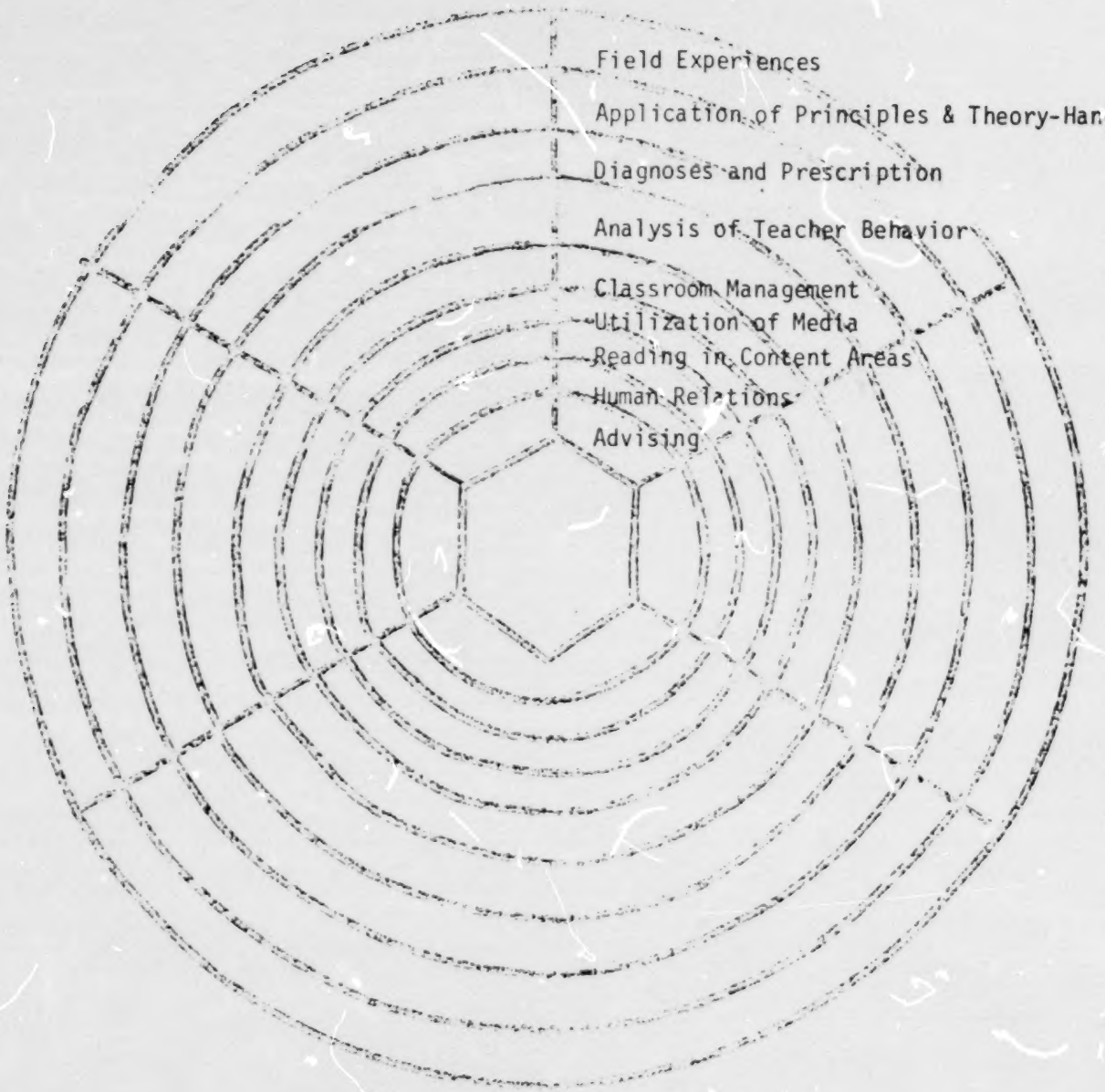
1. The nature of the learner and the learning process
2. Social, historical, philosophical and multi-cultural foundations
3. School organization and Community Relations
4. Selection, preparation, and utilization of media
5. Instructional practices



Collectively, all team members have responsibility for:

1. Longitudinal advising.
2. Human relations.
3. Reading as it pertains to the certification field.
4. Utilization of media
5. Classroom management.
6. Analysis of teacher behavior.
7. Diagnosis and remediation.
8. Application of principles and theory (i.e., handicapped, multicultural)
9. Field experiences

Each of these areas then becomes interdisciplinary in focus and spans the five disciplinary elements:



In this way, the knowledge base for professional teacher preparation becomes unified through the team concept.

The Role of a Support Member in the Miami Team Delivery System: A Psychological Foundations Example

The development of the administrative structure to implement teacher education redesign (TER) at Miami University led to the creation of interdepartmental groups to initiate and review the revisions of courses that had evolved previously through intradepartmental initiation and subsequent divisional approval. This process, directed at a group of faculty that had previously acted with relative autonomy, produced a variety of reactions when it became evident that control of course content, scheduling and teaching procedures was shifting from the department to a collection of teams. The role of the educational psychologist was clearly reinterpreted.

The TER process produced a demand for more flexibility and responsiveness to special needs in the delivery of content in educational psychology. Planning teams called for the inclusion of both field experiences and more varied instructional practices. TER mandates require that the traditional student role as a passive receiver of information be minimized in favor of a more active role. Educational psychologists are expected to not only teach about educational concepts but to also demonstrate behaviors associated with those concepts and principles of instruction (Roberds, Huntington, 1979). Clearly, the role of educational psychologists was becoming diffused with regard to autonomy and reidentified in terms of range of functions. The probable result of this role change will be that educational psychologists will behave more alike and more like other education faculty involved in the education of teachers. It is probable that unifying the presentation of a knowledge base will restrict the unique contributions of diverse, relatively autonomous faculty. Whether this role reconfiguration by educational psychologists leads to better prepared teachers remains unknown.

Each team member is responsible for the content of the represented discipline. For the educational psychologist this content is:

Psychoeducational Systems	Applications of Theories
Principles of Development	Exceptional Pupils
Theories of Learning	Socio-Psychological Dynamics
Theories of Motivation	Instructional Technology
Classroom Strategies	Evaluation-Measurement
Cultural Differences	Field Applications of Content

The educational psychologist is expected to organize this content to permit classroom instruction and field applications. Even though instruction and the administration of field experiences appear to be independently conducted, reviews of the effects of these activities supervised by the educational psychologist are continually being generated as team members interact with students. Evaluations of specific educational psychologists are more easily obtained because teams consist of relatively static groups of students and faculty who encounter consistent, longer term feedback about the educational psychologist's performances. The team concept is unifying in terms of providing an internal evaluation-feedback system that can function without crossing administrative boundaries. The interpersonal psychodynamics that are required to produce effective team member interactions with regard to evaluation and corrective feedback can only be described through speculation.

In addition to the responsibility to present content of the discipline, team members have collective responsibility for advising, human relations, utilization of media, classroom management, analyzing teacher behaviors, diagnosing, describing remediation and other activities related to teaching and managing teacher education teams. The specific roles and activities that educational psychologists will fulfill are:

Content Area Specialist	Team Member
Instructor	Adviser
Field Experience Generator	Counselor
Seminar Leader	Evaluator

Some of the specific activities that educational psychologists have undertaken as members of teams are:

1. Prepare lessons for instruction
2. Evaluate classroom learning
3. Advise students about course related subjects
4. Prepare field experience descriptions
5. Evaluate field experiences
6. Meet with Field Office staff for planning
7. Meet with Teams to
   a) coordinate seminar offerings
   b) schedule seminars, courses, etc.
   c) plan evaluation systems
   d) construct data gathering systems
8. Meet with Team advisory groups
9. Coordinate course related activities within the department
10. Contribute to a file of field experiences
11. Evaluate feedback about field experiences
12. Etc.

Prior to TER, most activities focused on preparing lessons, evaluating classroom learning and advising students about course related subjects. The role of the educational psychologist has been altered to include team related activities. It is not known whether this alteration of role will reduce the quality of instruction in the content area. The increased and altered role expectations of team membership may detract from the educational psychologist's focus upon discipline related instruction in order to meet needs imposed by the team. The expectations of TER planners are that increased organizational structure should lead to better coordination, evaluation and refinements of the teacher education process. The success of this altered role of the educational psychologist should be assessed. It is hoped that evaluations of TER will reveal the degree of success this significant role change produces.

The Role of a Support Member in the Miami Team Delivery System: A Social Foundations Example

Past experience has led scholars in the social foundations of education to believe that whenever social foundations combines with other areas, it loses its distinctiveness and unique contribution. This mythodology suggests that when forced to become an integral part of a practical teacher preparation, foundations courses seem to curtail their adherence to the basic standards of the field. They believe that in those situations where foundations has been

forced into a practical, working relationship with other teacher education areas, social foundations has been reduced to a simple discussion of social issues where students exchange ignorance about common problems. The primary reason for this is thought to lie in the transfer of control over the subject matter from those trained in the social foundations to those not specifically trained in the field. As one who is educated in and critically interested in the social foundations of education, I believe the Miami plan allows social foundations to be useful as an integral part of the teacher preparation process while maintaining control of instruction in the area. In fact, the Miami plan may strengthen social foundations' contribution and improve its influence.

As a support member of an instructional team, the social foundations member may be expected to perform in, at least, four roles--teacher, curriculum developer, consultant, and adviser.

The primary, overt role is one of teacher. The social foundations member is responsible for the delivery of a three hour course in the social, historical, philosophical, and multi-cultural foundations of education. This three hour course includes thirty hours of clinical/field experience. It is offered by the instructor to the students of the two teams of which he/she is a member. As such the department and the instructor retain control of the subject matter to be taught in that course.

A second important role is that of curriculum developer. During planning stages this role is quite evident. For example, as a member of the Health Education Team, a social foundations faculty member was involved in the course development process. The team, with the help of outside field representatives, had identified over 30 competencies required to be a successful health teacher. At first glance none of these competencies appeared to include any areas in social foundations. The health instructors were trying to figure out how to include all these major goals into their few courses.

One desired competency was worded "Able to under the student's view." On further examination the health teachers realized this phrase partly included understanding the culture of today's students, understanding the importance of ethnic relativity, and understanding the nature of student and teacher roles. All of these are topics already included in the social foundations course. With further investigation the support members were able to reduce the burden of the health instructors in meeting their goals.

Although the role of curriculum designer may be more evident during the planning stage, during the implementation stage it is still an important part of the support member's job. As the support members come to know more about the total curriculum, they are better able to understand the overlaps and the holes in the present program.

A third, less overt, role is one of consultant. As a person trained in social foundations the support member has a unique point of view to contribute to group discussions. When determining such practical questions as selection, retention, testing, and scheduling, teams must decide questions of purpose, values, and goals. Support members leave internal decisions to those trained in the subject area, but they also make sure that the foundations perspective

is presented. For example, the social foundations member may point out the social choice to be made when deciding whether or not to require students to pass a speech test in order to enter the program. The member might explain the value choices implicit in the failure to adopt minimum standards for writing assignments. A social foundations representative might wonder out loud about the purpose of college when the team decides not to require an American history course or limits to nine hours the number of electives. Such contributions do not imply that others may not be thinking about such things as well. They only make certain that the many viewpoints of several disciplines will enter into even the everyday decisions.

The fourth role is of student adviser. Of course, being an adviser is a role that is performed by all faculty with or without a team delivery system. The most prominent advantage to the team concept is the increased opportunities to know advisees. Besides having the students in, at least, one class, the social foundations support member is included in the seminar courses which are required every year of the program. These seminar courses allow faculty regular meetings with their advisees. As an outsider, a support member can sometimes better advise students. Some students may prefer coming to someone who appears to have less connection to their career area. A student who is thinking of switching from English education to elementary education may feel more comfortable discussing it with someone who does not have a personal stake in the decision. One team has asked the foundations member to be in charge of student feedback, believing that student complaints about a course or an instructor might be better handled by a support member.

Whether it is working closely with students or becoming engaged in relevant discussions with faculty of different disciplines, the team delivery system has allowed social foundations of education to play a useful and integral part of teacher education while maintaining control over its academic mission.

How The Teams Work: Instructional Practices

Miami University Teams

Physical Education
Health Education
Home Economics Education
Music Education
Special Education
Industrial Education
Speech and Hearing
Art Education
Elementary Education (Team I)
Elementary Education (Team II)
Secondary Education (Team I)
Secondary Education (Team II)

Instructional Teams Composition

Elementary

A. Primary Members (5)

Math Education
Science Education
Reading Specialists
Language Arts
Social Studies Education

B. Support Members (5)

Educational Psychology
Foundations/Multicultural
Media
Field Based Center Director
Laboratory School Member

Secondary

I. Science Educator
Math Educator
Social Studies Educator
Support Members (5)

II. English Education
Business Education
Foreign Language Education
Speech Education
Support Members (5)

C. Approximately 200 Students

D. Public School Personnel

Supervising Teachers

Comparative Features of Elementary Teams

Elementary I

EDT 190 (1) Introduction to Teaching
Program Requirements
Certification Requirements
Communication Skills
Develop Awareness of Teacher's Role (Clinical Field)

EDT 290 (1) Seminar in Elementary Educ.
Teaching As A Career
Professional Organizations
Program/Certification
Effective Teaching (Field)

EDT 390 (1) Seminar in Elementary Educ.
Handicapped
Assessment of Teaching
Human Relations
Classroom Management
Program Advising

EDT 490 (1)
Effective Teaching
Management
Certification/Placement
Teaching As A Career
Professionalism

Elementary II

EDT 190 (1) Introduction to Teaching
Program Requirements
Certification Requirements
Communication Skills
Develop Awareness of Teacher's Role (Clinical Field)

EDT 290 (1) The Learning Environment
Teaching As A Career
Professional Organizations
Program/Certification
Effective Teaching (Field)

EDT 390 (1) Developing Teaching Strategies
Behavorial Objectives
Familiarity With Materials
Unit/Lesson Plans
Program Advising

EDT 490 (1) Implementing Teaching Strategies
Comprehensive Review of Effective Teaching, Classroom Management, Diagnostic Teaching
Demonstrate Above
Certification/Placement/Career

Outline of Activities for EDT 190.L, 2nd Semester, 1980-81

Week	Tuesdays (8:00-8:50)	Thursdays (7:30-10:30)
1	1-13 Course Orientation & Field Instructions (C*: Fuller with team faculty present)	1-15 Field Activity 1
2	1-20 Teacher Tasks: Planning for Instruction (C: Rouse)	1-22 Field Activity 2
3	1-27 Teacher Tasks: Classroom Organization & Operation (C: Brouhard)	1-29 Field Activity 3
4	2-3 Teacher Tasks: Interpersonal Relations & Communications (C: Fraser)	2-5 Feedback Session on Campus
5	2-10 Teacher Tasks: Interpersonal Relations & Classroom Management (C: Fraser)	2-12 Field Activity 4
6	2-17 Teacher Tasks: Consideration of Multicultural Characteristics (C: Teckman)	2-19 Field Activity 5
7	2-24 Teacher Tasks: Consideration of Multicultural Characteristics (C: Teckman)	2-26 Field Activity 6
8	3-3 Teacher Tasks: Evaluation (C: Thomas)	3-5 Feedback Session on Campus with Teacher Panel
9	3-10 Career Decisions & Certification Requirements (S*: Rouse, Thomas, Fuller)	3-12 Field Activity 7
	Spring Break	
10	3-24 Preparation of Tentative 4-Year Plan of Study (S: Rouse, Thomas, Fuller)	3-26 Field Activity 8
11	3-31 Preparation of Schedule for Next Two Semesters (S: Rouse, Thomas, Fuller)	4-2 Field Activity 9
12	4-7 Teacher Tasks: Record-Keeping, Grading, and Reporting (C: Welander)	4-9 Field Activity 10
13	4-14 Teacher Tasks: Curriculum Development (C: Georgiady)	4-16 Feedback Session on Campus
14	4-21 Teacher Tasks: Professional Development (S: Rouse, Thomas, Fuller)	4-23 Field Activity 11
15	4-28 Review (C: Rouse)	4-30 Field Activity 12
	Final Examination (C: Rouse)	

*C stands for corporate meeting of all students in the team, and
S stands for separate meetings of mathematics, science, and social studies.

1981-1-2

Comparative Features of Secondary Teams I and II

Purpose: Advising, Content, and Methodology

Secondary I	Secondary II
EDT 190 (2) Characteristics of effective teaching Human relations, multicultural Certification requirements in field Program planning-sequence	EDT 190 (2) Classroom observations Multicultural Certification in field Program planning Career opportunities
EDT 290 (1) Handicapped Observation/participation Teacher's aide Certification, career, and program planning	EDT 290 (1) Handicapped Observation/participation Certification, career, and program planning
EDT 390 (2) Interpersonal, intrapersonal relationships which facilitate learning in Classroom management skills Certification, career, and program advising	EDT 390 (1) Interpersonal Communication skills (listening, vocal, small groups, etc.) Value of extra-curr. activities Certification, career, and program advising
EDT 391 (2) Developmental Reading in the Content Area Certification, advising	EDT 466 (3) Secondary Reading in Content Area
EDT 490 (4) Materials for student tchg. Classroom management-obsv and participation Reading in content area in a classroom or with a student Advising on certification, placement papers, career opportunities	EDT 490 (1) Issues in Student Teaching Advising on certification, careers, placement papers
Total Hours of "Seminar" 11	Total Hours of "Seminar" 8

The Sequence — Secondary

The following sequence should be followed:

Freshman Year	Semester I	Semester II
EDP 111	4	
ENG 111 (or ENG 115)	3	
A UR Humanities Course	3	
Area of Specialization/Elective	6	
EDT 190		2
ENG 112 (or ENG 116)		3
A UR Humanities Course		3
Area of Specialization/Elective		9
	16	17

Sophomore Year	Semester I	Semester II
EDP 112 (May be taken second semester)	4	
EDL 304 (May be taken second semester)	3	
EDT 290	1	
Area of Specialization/Elective	9	
CAT		2
EDT		1
Area of Specialization/Elective		13
	17	16

Junior Year	Semester I	Semester II
EDT 337	3	
*EDM 343 Educational Media	2	
*EDT 391 Professional Seminar & Developm. Read.	2	
Area of Specialization/Elective	9	
*EDT 338		3
*EDL 418 Sch. Organ. Admin., & Community Relat.		3
*EDT 390 Professional Seminar		2
Area of Specialization/Elective		9
	16	17

*Professional Education Block Scheduled for Tuesdays & Thursdays

Senior Year	Semester I	Semester II
EDT 490	4	
EDT 419	12	
Area of Specialization/Elective		16
	16	16

*The student should note that during the Junior year, no courses may be scheduled during the day on Tuesdays and Thursdays except EDT 335, 336, EDT 390, 391, EDM 343, and EDL 418. Tuesday and Thursday daytimes will be reserved for classwork and field experiences connected with these courses. All other coursework during these semesters must be shceduled for Mondays, Wednesdays, and Fridays, or for Tuesday and Thursday evenings.

The Program and Sequence for Mathematics
(Secondary Team I)

The Program for Math

A major teaching field in mathematics consists of the following program, together with approved electives, to bring the total of credit hours in mathematics and statistics courses numbered 300 and higher to at least 19 with a minimum overall total of 32.

ENG 111, 112 Composition and Literature (or ENG 115, 116) (UR)	6
Humanities requirement (UR)	6
Natural Science Requirement (UR)	6
EDT 190 Introduction to Secondary Teaching Seminar	2
EDT 290 Professional Seminar in Secondary Education	1
EDT 390 Professional Seminar in Secondary Education	2
EDT 391 Professional Seminar in Secondary Education and Dev. Reading	2
EDT 490 Seminar Clinical in Secondary Education	4
EDP 111, 112 Nature of Learner and Learning Process (UR)	8
EDL 304 Historical, Philosophical, and Multicultural Foundations of Education	3
EDL 418 School Organization, Administration, and Community Relations	3
CAT Communication Skills for Teachers	2
EDT Applying Communication Skills for Teachers	1
EDM 343 Educational MEdia	2
EDT 419 Student Teaching	12
EDT 335, 336 Instructional Procedures for Mathematics in Secondary Schools	6
SAN 253 or demonstrated competence in one of the computer programming languages: BASIC, FORTRAN, APL, or PL 1	3
MTH 151, 251, 252 Calculus, Multi-Dimensional Calcus (or MTH 155, 255) Accelerated Calculus (10)	13
MTH 222 Introduction to Linear Algebra	3
MTH 411 Foundations of Geometry	3
MTH 421 Introduction to Abstract Algebra	4
STA 368 Introduction to Statistics (or STA 461, 462 Probability and Statistics 6)	4

The Program and Sequence for Social Studies
(Secondary Team I)

A major teaching field in comprenehsive social studies consists of the following program.

ENG 111, 112 Composition and Literature (or ENG 115, 116) (UR)	6
MTH 107 Basic Mathematical Reasoning (or equivalent)	3
Natural Science Requirement (UR)	6
EDT 190 Introduction to Secondary Teaching Seminar	2
EDT 290 Professional Seminar in Secondary Education	1
EDT 390 Professional Seminar in Secondary Education	2
EDT 391 Professional Seminar in Secondary Education and Developmental Reading	2
EDT 490 Seminar Clinical in Secondary Education	4
EDP 111, 112 Nature of Learner and Learning Process (UR)	8
EDL 304 Historical, Philosophical, and Multicultural Foundations of Education	3
EDL 418 School Organization, Administration, and Community Relations	3

The Program and Sequence for Social Studies (continued)

CAT	Communication Skills for Teachers	2
EDT	Applying Communication Skills for Teachers	1
EDM 343	Audiovisual Instruction: Methods and Media	2
EDT 419	Student Teaching	12
EDT 437, 438	Instructional Procedures for Social Studies in Secondary Schools	6

A minimum of 60 credit hours, including:

a. HST 111, 112 (or 204, 205)
b. HST 121, 122 (UR)* (or HST 201, 202)
c. A minimum of eight (8) additional credit hours of advanced history courses, including at least one course in each of the three areas of American, European, and Non-Western History. (Check the catalog for prerequisite courses in the history sequence.)

Physical Education Certification Program Chart

FRESHMAN YEAR

Semester I		Hours	Semester II		Hours
HPE 190.A	Professional Persp.	4	HPE 190.B	Related Prof. Areas I	3
HPE 191.A	Rhythmic Fundamentals	2	HPE 192	Series (Basic Skills)	4
HPE 191.B	Gymnastics	2	ENG 112	Composition & Literature (UR)	3
ENG 111	Composition & Literature (UR)	3	EDP 111	Educational Psychology I(UR)	4
ZOO 161	Principles of Human Physiology (UR)	4	HPE 168	Physiology of Physical Activity	3
Elective		1			17
		16*			

SOPHOMORE YEAR

Semester I		Hours	Semester II		Hours
HPE 290.A	Related Prof. Areas II	3	HPE 290.B	Early School Curriculum and Methods	4
HPE 293	Series (Basic Skills)	4	CAT	Comm.Skills of Teachers	2
HPE 241	Anatomy	3	HPE 242	Kinesiology	3
EDP 112	Educational Psy. II (UR)	4	MBI 131	Community Health (UR)	2
Electives		2	Electives		4
		16	HPE	Applying Comm. Activities for teachers	1
					16

JUNIOR YEAR

Semester I		Hours	Semester II		Hours
HPE 390.A	Middle School Curriculum and Methods	4	HPE 390.B	Senior High Curriculum and Methods	4
HPE 364	First Aid/CPR	3	EDM 343	Audiovisual Instruction: Methods & Media	2
HPE 361	Adapted	3	EDL 304	Historical, Philosophical & Multicultural Foundations of Education	3
Electives		6	Electives		8
		16			17

SENIOR YEAR

Semester I		Hours	Semester II		Hours
HPE 441	Cultural Analysis	2	EDT 419	Student Teaching	12
EDL 418	School organization, adm. & Community Relations	3	HPE 490	Seminar	1
Electives		11	HPE 443	Organization & Administration in Physical Education	3
		16			16

*Intermediate level swimming proficiency required

Notes: Non-credit Friday skills workshop required Freshman and Sophomore years. Seniors student teaching first semester adjust only by switching senior semesters and moving EDL

Physical Education Certification Program Chart (continued)

418 to second semester Junior year. If students do not possess intermediate swimming skills, they must take remedial work on their own time and credits.

Breakdown of Credit Hours Required for Graduation:

Physical Education Major	55
EAP Core; Student Teaching	20
UR	24
Outside Division	18
Free Electives	12

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